



February 11, 2021

Dr. James D. Fielder
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Fielder,

Frederick Community College (FCC) is requesting MHEC approval of the following program:

A.A.S. Degree:	Baking and Pastry Arts	\$850
Lower Division Certificate:	Baking and Pastry Arts	\$250

The proposed Associate of Applied Science (A.A.S.) and Lower Division Certificate (L.D.C.) in Baking and Pastry Arts prepare students as trained culinary and baking professionals in a variety of hospitality sectors including commercial manufacturing facilities, restaurants, hotels, resorts, clubs, spas, bakeries, cafes, convention centers, supermarkets, warehouse clubs, contract food service companies, and as personal chefs. The proposed Baking and Pastry Arts program is designed to ensure that students will learn the practical technical skills as well as managerial skills needed to excel quickly in the food service industry. This program stresses the general skills required of all food service professionals from critical thinking and professionalism to an understanding of food safety, nutrition, and service, while emphasizing baking and pastry-specific skills. Students will apply knowledge gained through capstone projects and a required internship. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions and, with experience, advance to managerial positions or continue on to four-year academic programs. Upon successful completion of the program, students will earn nationally recognized industry certifications as ServSafe Food Manager from the National Restaurant Association and Certified Guest Service Professional® (CGSP®) from the American Hotel and Lodging Educational Institute (AHLEI).

The proposed Baking and Pastry Arts program will help the College fulfill its mission and goals by providing a program that meets the strong demand for a specialized program in Baking and Pastry Arts from current and prospective students, many of whom are adult learners/career changers, and the incumbent workforce looking for formal post-secondary education and professional training.

A check for administrative costs in the amount of **\$1,100** is enclosed. The MHEC proposal with a copy of this letter will be transmitted electronically to MHEC.

Thank you for your consideration of this proposal. If you have any questions regarding this request for approval, please do not hesitate to call me at 301-846-2491.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tony D. Hawkins", with a long horizontal stroke extending to the right.

Dr. Tony D. Hawkins

Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)
Patricia Meyer, FCC (pmeyer@frederick.edu)



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frederick Community College
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input checked="" type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
|--|--|

Payment Submitted:	<input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type:	<input type="radio"/> R*STARS <input type="radio"/> Check	Date Submitted:
Department Proposing Program		Hospitality, Culinary & Tourism Institute		
Degree Level and Degree Type		A.A.S.		
Title of Proposed Program		Baking and Pastry Arts		
Total Number of Credits		60		
Suggested Codes		HEGIS: 501003		CIP: 120501
Program Modality		<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources		<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date		<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog		URL: https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx		
Preferred Contact for this Proposal		Name: Erin Peterson		
		Title: Assistant Dean, Curriculum Systems and Scheduling		
		Phone: (301) 846-2651		
		Email: epeterson@frderick.edu		
President/Chief Executive		Type Name: Elizabeth Burmaster		
		Signature: <i>Elizabeth Burmaster</i>		Date: 02/10/2021
		Date of Approval/Endorsement by Governing Board: 02/10/2021		

Revised 6/13/18

Maryland Higher Education Commission

New Academic Program Proposal

Baking and Pastry Arts, A.A.S. and Certificate

A. Centrality to Institutional Mission and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Hospitality, Culinary and Tourism Institute (HCTI) is currently comprised of: Culinary Arts and Supervision A.A.S. Degree, Culinary Arts Certificate, Hospitality Management A.A.S. Degree, and Hospitality Management Certificate programs. For the purposes of this proposal, the Culinary Arts and Supervision A.A.S. Degree and Culinary Arts Certificate program will be referred to collectively as the "current HCTI Culinary program". The proposed Baking and Pastry Arts A.A.S. Degree and Baking and Pastry Arts Certificate will be referred to collectively as the "proposed Baking and Pastry Arts program".

The proposed Baking and Pastry Arts program prepares students as trained culinary and baking professionals in a variety of hospitality sectors including commercial manufacturing facilities, restaurants, hotels, resorts, clubs, spas, bakeries, cafes, convention centers, supermarkets, warehouse clubs, contract food service companies, and as personal chefs. The proposed Baking and Pastry Arts program is designed to ensure that students will learn the practical technical skills as well as managerial skills needed to excel quickly in the food service industry. This program stresses the general skills required of all food service professionals from critical thinking and professionalism to an understanding of food safety, nutrition, and service, while emphasizing baking and pastry-specific skills. Students will apply what they learn through capstone projects and experience in an internship. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions and, with experience, advance to managerial positions or continue on to four-year academic programs. Upon successful completion of the program, students will earn nationally recognized industry certifications as ServSafe Food Manager from the National Restaurant Association and Certified Guest Service Professional® (CGSP®) from the American Hotel and Lodging Educational Institute (AHLEI).

The mission of Frederick Community College (FCC) identifies teaching and learning as our primary focus, and states that, "FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local,

regional, and global communities.” The proposed Baking and Pastry Arts program will help the College fulfill its mission and goals by providing a program that meets the strong demand for a specialized program in Baking and Pastry Arts from current and prospective students, many of whom are adult learners/career changers, and the incumbent workforce looking for formal post-secondary education and professional training. These positions are in demand at the local, state, and national levels, with a national job outlook for 2019-2029 of a 6% employment increase in the field, markedly higher than the 3.7% average increase for all occupations.

<https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>

FCC is a leader in career education and training in Frederick County, and the Hospitality, Culinary & Tourism Institute (HCTI) is regarded as offering high quality academic and workforce training programs, as illustrated by recently earning Accreditation by the American Culinary Federation in January 2020, with perfect scores.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

This program is supported by the following goals of our College strategic Plan, FCC 2020 - 2025:

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V]

- Ensure that students develop the skills, awareness, and knowledge needed to achieve their academic, professional, and/or personal goals
- Cultivate and strengthen programs and partnerships that support the educational, workforce, and economic development needs of Frederick County, and regional and national partners, with a focus on high-demand career, technical, and transfer programs

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems. [MSCHE Standard IV]

- Forge new and strengthen existing enrollment in programming that engages students across their lifespan

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

This program will be funded by the tuition and fee revenue estimated for the next five years. This revenue will exceed the projected course costs and costs for part-time adjunct faculty compensation associated with the program. FCC has sufficient full-time faculty

and administrative staff to meet the needs of the program. No additional funding for equipment, space or library needs is anticipated.

4. Provide a description of the institution's a commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program
- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

FCC is committed to providing the required administrative, financial and technical support for the proposed Baking and Pastry program, as part of HCTI.

For the administration of the program, the majority of HCTI instructors are adjunct faculty who teach up to 11.5 credits per semester or 24 credits per year beginning June 1. They are supported by the administrative staff of the full-time HCTI team, comprised of the HCTI Manager, Instructional Specialist, Lab Coordinator, CEWD Program Coordinator and Administrative Associate II.

The HCTI Manager is responsible for: departmental budget oversight; student recruitment, engagement and retention; ongoing academic and career advising; internship placement and oversight; curriculum development; program evaluation and building community partnerships for service learning, internship and employment opportunities.

The Instructional Specialist position serves as the faculty subject matter expert, is responsible for the development and delivery of credit and non-credit curriculum, and serves as a resource for other faculty and program staff. The Instructional Specialist teaches several classes in the program each term, with release time to onboard and mentor adjunct faculty and provide instructional support to their classes.

The Lab Coordinator position is responsible for: the operation, organization and maintenance of the HCTI culinary lab and restaurant dining room; managing the HCTI budget including costing recipes and identifying product alternatives based on market pricing; vendor selection, relations management and negotiations; determining the procurement needs for all HCTI classes and facilitating all procurement logistics; lab maintenance and coordination; food, equipment and supplies purchasing, storage and inventory, among other duties.

The CEWD Program Coordinator supports the operational needs of workforce development programs, including the HCTI, and coordinates the process for ensuring Culinary and Hospitality programs satisfy requirements for the Maryland Department of Labor Eligible Training Provider List (ETPL) Operational support provided for HCTI includes marketing project management; social media planning and implementation; coordination of schedule build process; course entry; contract and procurement

coordination; program event support as needed; and support of outreach events in collaboration with the Workforce Development Outreach Committee.

The Administrative Associate II supports students, faculty, and staff by ensuring timely and accurate actions to meet their needs and College requirements through team-oriented support. Primary responsibilities include: submits book orders, provides copies of instructional material for instructors, tracks certification data, and liaises with the accounting department for invoice processing and budget reporting.

HCTI is an academic program of FCC, a public institution which receives state and federal appropriations. The HCTI program is and will continue to be funded by the College. Each year the HCTI department budget has been approximately \$26,000 and has adequately covered the instructional costs (supplies, materials, course costs, contracted services) associated with offering the current Culinary program. As a post-secondary Career and Technology Education (CTE) program, HCTI is also eligible to apply for and receive Perkins Grant funding, which provide matching funds to develop, improve, and expand access to vocational and technical education. HCTI has received approximately \$30,000 in Perkins Grant funding over the last 4 years to upgrade and expand on instructional facilities, large equipment, software and to pay for costs associated with obtaining programmatic accreditation from the American Culinary Federation (ACF).

Students in the proposed Baking and Pastry program will work together with culinary and hospitality students to operate HCTI's 48-seat public restaurant, 200 Monroe, which is equipped with an open kitchen and state-of-the-art video production system and point of sale system. 200 Monroe provides an applied learning experience for HCTI students before completing the program. Revenue and expenses related to the operation of 200 Monroe are accounted for in an agency budget account, which is separate from the HCTI department budget. Any balance in revenue over expenses in the agency (restaurant) account roll over from year to year to fund expenses directly related to the operation of the restaurant such as food, small wares, equipment, supplies, materials, point of sale system contract fees, etc.

FCC has sufficient full-time faculty and administrative staff to meet the needs of the program. Additional part-time faculty will be needed as the projected number of students pursuing this program of study increases during the first five years. No additional funding for equipment, space or library needs is anticipated.

Students in the proposed Baking and Pastry program will take three new specialized courses that are not part of the current HCTI Culinary program. The additional costs to run these new courses are limited to compensation for the adjunct faculty who will teach them, and minimal additional course costs in the form of food product. The majority of food product needed to support these new specialty baking and pastry classes is part of regular inventory that HCTI normally carries (butter, cream, flour, sugar, chocolate, oil, etc.). There will be a modest increase in cost for increased quantities of these products that is estimated to be less than \$500 per semester. The estimated revenue from tuition

and fees will exceed any additional costs to offer the proposed Baking and Pastry program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) The need for the advancement and evolution of knowledge**
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**
- 2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The 2017-2021 Maryland State Plan for Postsecondary Education outlines the below goals and strategies.

ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents

SUCCESS: Promote and implement practices and policies that will ensure student success.

INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

Strategy 11: Encourage a culture of risk-taking and experimentation.

Demand for jobs in this sector outweighs the supply, and a workforce training program in Baking and Pastry Arts that includes Certificate and AAS Degree options will expand the educational opportunities and choices for minority and educationally disadvantaged students, a population whom this sector historically attracts and employs because of its ease of entry.

The proposed Baking and Pastry program requires an internship be completed as a graduation requirement, which meets the Maryland State Plan for Postsecondary

Education goal of Success by “*increasing internship opportunities to improve career planning*”. FCC works closely with local business leaders to employ students, teach in the program, provide internships, and serve on our advisory board which aligns with the strategy to “*develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness*”. Lastly, offering this program provides valuable education and skills training for the consistent stream of budding entrepreneurs whose career goal is to open their own restaurant, bakery, café, food truck, or any other number of businesses in this diverse industry for which their training and education prepare them. This meets the with the State Plan’s goal of Innovation and strategy to “*encourage a culture of risk-taking and experimentation*”.

Offering this proposed Baking and Pastry program will help fulfill one of the goals of the Maryland State Plan for Postsecondary Education, Maryland Ready, which is to make progress toward achieving its college completion goal of 55% of adult Marylanders holding an Associate Degree by 2025.²

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

Graduates of this program can expect to obtain employment in the hospitality, food service and/or food manufacturing industries. Jobs can range from retail businesses to commercial manufacturing facilities, restaurants, hotels, bed and breakfasts, airlines, resorts, clubs, spas, bakeries, cafes, caterers, convention centers, colleges and universities, hospitals and health care facilities, supermarkets, warehouse clubs, contract food service companies and as personal chefs. This illustrates the broad and diverse range of career and employment opportunities for graduates of this type of program.

According to the Maryland Workforce Exchange, employment in the Accommodation and Food Services industry is projected to grow 8.65 percent from 2016 to 2026.

Accommodation and Food Services	227,049	246,679	19,630	1,963	8.65%	0.83%
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Long-term occupational projections for Food Service Managers in Maryland are estimated to grow 8.46% during the period 2016-2026.

3,781	4,101	320	0.82%	8.46%
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Projected employment specifically in the category of Chefs and Head Cooks (including pastry chefs/pastry cooks) is expected to grow 5.65% nationally between 2016-2026.

Occupational Projections Table

The table below shows the long term employment projections for Chefs and Head Cooks in Maryland for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
2,769	3,000	231	0.80%	8.34%

Projected employment specifically in the exclusive category of bakers is expected to grow 5.65% nationally between 2016-2026.

Occupational Projections Table

The table below shows the long term employment projections for Bakers in Maryland for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
3,558	3,759	201	0.55%	5.65%

In “*Maryland’s Forgotten Middle-Skill Jobs*”, written by National Skills Coalition (formerly The Workforce Alliance), of Washington, D.C., middle-skill jobs are defined as those that require more than a high school diploma but less than a four-year degree. The report cites that “Middle-skill jobs represent the largest share of jobs in Maryland—some 48 percent—and the largest share of future job openings. The report states that demand for middle-skills jobs will remain strong between 2014-2024, during which time 42% of job openings will be middle-skill.

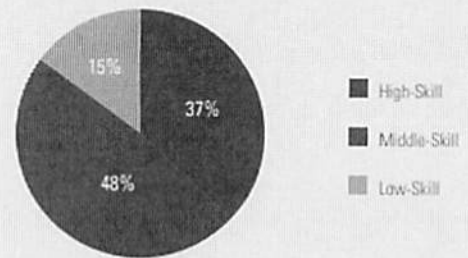
Maryland's Forgotten Middle

Middle-skill jobs, which require education beyond high school but not a four-year degree, make up the largest part of America's and Maryland's labor market. Key industries in Maryland are unable to find enough sufficiently trained workers to fill these jobs.

Jobs by Skill Level, Maryland, 2015

Demand for Middle-Skill Jobs is Strong

Forty-eight percent of all jobs in 2015 were middle-skill.

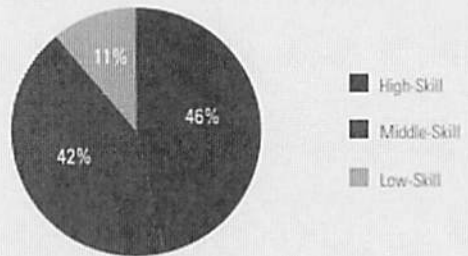


Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2015.

Job Openings by Skill Level, Maryland, 2014-2024

Demand for Middle-Skill Jobs Will Remain Strong

Between 2014-2024, 42 percent of job openings will be middle-skill.

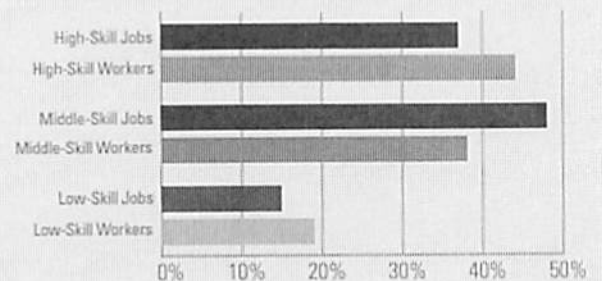


Source: NSC analysis of long-term occupational projections from state labor/employment agency.

Jobs and Workers by Skill Level, Maryland, 2015

A Middle-Skill Gap

Middle-skill jobs account for 48 percent of Maryland's labor market, but only 38 percent of the state's workers are trained to the middle-skill level.



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2015 and American Community Survey data, 2015.

HCTI collaborates with local public and private businesses, non-profit organizations and county government to address skills training and education needs in the community. Recently, HCTI partnered with the Frederick County Office of Economic Development and the Downtown Frederick Partnership to provide training and education to local entrepreneurs through the "School of Food" program. The below letter of support for the proposed Baking and Pastry program at FCC reinforces local demand for and interest in this type of academic program.



FREDERICK COUNTY GOVERNMENT

OFFICE OF THE COUNTY EXECUTIVE
Office of Economic Development

Jan H. Gardner
County Executive

Rick Harcum, Chief Administrative Officer
Helen Propheter, Executive Director

October 19, 2020

Elizabeth DeRose
Institute Manager
Hospitality, Culinary & Tourism Institute
200 Monroe Ave.
Frederick, MD 21701

Dear Ms. DeRose,

The Frederick County Office of Economic Development is proud to submit a letter in support of a Bakery and Pastry Arts program at FCC.

As you know, we are in our second year of the successful School of Food Program and this new program could serve to meet the needs of those students seeking the additional skillsets to expand their current businesses or who want to start a new business.

During the first class of School of Food we found that over 80% of the students were interested in opening a new or expanding upon an existing baking/pastry business. While the School of Food program teaches entrepreneurs about the basics of running a food business, this Frederick Community College program will allow students to expand their hands on skills.

If I can be further assistance, please do not hesitate to contact me at 240-285-2795.

Sincerely,

Katie Stevens
Associate Director of Agriculture Business Development
Frederick County Office of Economic Development

The estimated number of graduates from the proposed Baking and Pastry program is based on historical data from the current HCTI Culinary program, which has shown an increasing trend of more students pursuing AAS Degrees versus Certificates. Annual growth is estimated at approximately 25% for the next 5 years.

Estimated # of Graduates: New Baking and Pastry Arts Program

	<u>FY 22</u>	<u>FY 23</u>	<u>FY 24</u>	<u>FY 25</u>	<u>FY 26</u>
Baking and Pastry Arts AAS:	0	0	12	15	18
Baking and Pastry Arts, Certificate:	0	8	10	12	15

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- 2. Provide justification for the proposed program.**

Similar Baking and Pastry Arts programs in the state include Howard Community College, Anne Arundel Community College and Stratford University. FCC's proposed Baking and Pastry program will serve students not only from Frederick County, but also from neighboring Carroll, Montgomery and Washington Counties.

The similarities of all these programs include a combination of general education courses that teach critical thinking and essential workforce skills as well as technical culinary and baking skills training. All programs provide students with essential education in sanitation and food safety, nutrition, purchasing and cost control and operations. All programs offer an internship opportunity as part of their curriculum, though not all require it. FCC's proposed Baking and Pastry program includes a required internship.

An important difference in the programs offered at the other colleges versus the proposed one by FCC is that students at FCC take a capstone course, HCTI 255 Restaurant Service and Production, during which culinary, baking and hospitality students come together during their final semester to operate a public 48-seat restaurant, 200 Monroe, for the semester. This provides a valuable applied learning experience for students in an actual working restaurant where students rotate through all positions in the front of the house and back of the house and learn all aspects of restaurant operations. This prepares them very well for entering the workforce highly trained and skilled and with greater opportunity for rapid advancement.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

Not applicable

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

Not applicable

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The current HCTI Culinary program has demonstrated success in student enrollment, retention, completion and placement as evidenced in part by its recent recognition by the Maryland State Department of Education (MSDE). On April 23, 2019, MSDE named the FCC Hospitality, Culinary & Tourism Institute winner of the 2019 Post-Secondary Career and Technology Education (CTE) Award of Excellence. The Maryland CTE Award of Excellence program is sponsored by the MSDE Division of Career and College Readiness, and recognizes business partners, teachers and others from across the state who have created opportunities for students to prepare for careers and further education. Notable achievements recognized through this award include program growth in enrollment, retention and completion, enrollment of non-traditional students, increase in industry-recognized certifications, a required 240-hour internship and increased articulations from secondary career and technology programs and to four-year institutions.

As noted earlier, the current HCTI Culinary program also recently received the highly regarded programmatic accreditation from the American Culinary Federation (ACF) in January 2020 with a rare score of 100% compliance to all standards. This was the culmination of a rigorous two-year process of self-study, evaluation, process improvement and stakeholder engagement. This is further demonstration of the program's commitment to student success, high quality teaching, the talent and experience of the faculty and high level of support from, and engagement in, the program by students, the local business community and across the college.

Program oversight falls to the responsibility of the HCTI Manager, Elizabeth DeRose. During her time overseeing the program the past five (5) years, she has won numerous awards and recognition from the College for her work to strengthen and grow HCTI's programs and has demonstrated a high level of success of achieving ambitious goals for the program and students. Under her leadership, there is a high level of confidence that the proposed Baking and Pastry program would flourish. Additional faculty who support the management of HCTI includes Mary Evans, HCTI Instructional Specialist who is an ACF Certified Chef de Cuisine, graduate of the Culinary Institute of America and who has provided a strong level of consistent high-quality teaching and mentorship to adjunct faculty and students for the past eight years.

As enrollment in the current HCTI Culinary program has grown consistently and steadily year after year, there has been increasing desire by prospective and current students and local economic development offices to further expand to offer the proposed Baking and Pastry Program. For example, in 2019-2020 the Frederick Department of Economic Development, in partnership with the Downtown Frederick Partnership sponsored a 9-month entrepreneurship program, called "School of Food", targeting prospective and current owners of new and expanding food businesses such as:

- Someone with experience in the food industry who wants to open or expand their own business
- A food truck operator looking to expand into a brick & mortar location or increase their catering
- A producer currently selling at a farmer's market but wanting to expand
- Farmers looking to diversify their revenue streams by turning raw product (e.g. peppers) into a value-added product (e.g. salsa)
- At-home bakers / cooks looking to get their product to market

The HCTI Manager participated in the delivery of this program, and approximately half of the attendees were bakers looking to start their own business or expand upon their existing business, further validating the interest and demand in our local community for formal training and education in Baking and Pastry Arts.

The curriculum for the proposed Baking and Pastry program was developed in collaboration with industry subject matter experts, current Baking and Pastry faculty, HCTI Instructional Specialist, and input from students and Program Advisory Council (PAC) members.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The educational objective of the proposed Baking and Pastry program is to provide students with a strong culinary and hospitality management foundation and practical skills necessary to succeed in the food service and hospitality industry and/or pursue higher education at a four-year college or university. Towards this end, the goals of the proposed Baking and Pastry program and corresponding measures that will assess

achievement of these goals are:

Provide comprehensive culinary/hospitality curricula endorsed by industry leaders.

Measure: PAC comprised of industry members will endorse curricula at biannual PAC meetings.

Provide students with a broad liberal arts core curriculum for personal success. Measure: Students will be offered AAS degree meeting MHEC requirements and will participate in an individualized internship experience related to their personal goals.

Recruit, develop, and retain talented faculty with appropriate credentials, education and experience. Measure: 100% of the faculty will have a minimum of an Associate Degree in Culinary Arts, Food Service Management, or related discipline and minimum 5 years of work experience as an executive chef, executive sous chef, sous chef (or similar equivalent for pastry chef) in a leadership position with supervisory responsibilities and hold current ServSafe Food Manager's Certification. Faculty will have the opportunity to participate in a minimum of two professional development opportunities each semester.

Establish industry partnerships in the local community that will reinforce our curricula by providing opportunities for students to continue to learn and grow. Measure: There will be a diverse range of at least 12 local community partners for internships, guest speakers and field trips.

Continuously improve programs and services by enhancing access, flexibility and responsiveness to meet the changing needs of students and the community. Measure: There is biannual program assessment to develop action plans with PAC members based on triangulation of program, student and community feedback

The specific learning objectives and corresponding measures for the proposed Baking and Pastry program are:

- Demonstrate professional techniques and skills needed to prepare, produce and serve a variety of baking and pastry products as it applies to the current food service industry.
 - Measure: Successfully pass Restaurant Production and Service class
- Demonstrate FDA recommended industry standards in sanitation, safety, and personal hygiene.
 - Measure: Successfully pass the NRAEF Food Protection Managers ServSafe™ exam
- Exhibit professional standards of conduct and appropriate decision making skills with respect for individual and team diversity
 - Measure: Successfully achieve the core learning outcomes of the HCTI Internship
- Implement cost control measures to track goods, services and costs through the cycle of cost control and to evaluate revenue and expenses and their effect on profitability.

- Measure: Successfully pass Purchasing and Cost Control class.
- Exhibit knowledge of traditional management theory, leadership and supervisory roles in the hospitality industry.
 - Measure: Successfully pass Food and Beverage Operations class

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of program mission, goals, and objectives, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of student learning outcomes, an assessment of program resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

b) document student achievement of learning outcomes in the program

Programs collect data from individual courses in an effort to record student achievement of learning outcomes based on the established assessment cycle, relevant to the measures identified above for each of the learning objectives and program goals. The data collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed appropriate.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Baking and Pastry Arts AAS Degree: 60 Credits

Program Description:

Prepares students to assume positions as trained baking professionals in a variety of settings including restaurants, hotels, resorts, private clubs, catering, bakeries, cafes, bistros, contract food service companies and more. Provides students with a practical, skill-based baking and pastry education that explores both classical and contemporary techniques in the production of breads, pastries, cakes, desserts, chocolates and confections. The course offerings emphasize the professional competencies necessary to meet industry standards. Students will complete a 240-hour practicum experience. Students earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others.

A.A.S. degrees require at least 20 credits of General Education CORE courses. Students must complete their credit Mathematics and English within the first 24 credits.

CORE Requirements (21 credits)

English: ENGL 101 English Composition: 3 credits

Mathematics: MATH 101 (Recommended): 3 credits

Social & Behavioral Sciences: ECON 200 Principles of Macroeconomics : 3 credits

Arts & Humanities: COMM 107 Career Communications (Recommended): 3 credits

Biological & Physical Sciences: BSCI 107 Study of the Human Body (Recommended): 3 credits

Ged Ed CORE: NUTR 102 Nutrition in a Changing World: 3 credits

General Education CORE Elective: Gen Ed Elective: 3 credits

Physical Education, Health, or Nutrition Requirement: NUTR 102 Satisfies this requirement

Cultural Competence Requirement

All degree seeking students must complete a cultural competence requirement in order to graduate. This course may satisfy another requirement in your program.: ECON 200 Principles of Macroeconomics satisfies this requirement

Departmental Requirements (39 credits)

HCTI 101 – Sanitation and Food Safety (2)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly HOS 121)

Develops an understanding of basic principles of sanitation and safety in food, beverage, and hospitality operations including the HACCP system. The course focuses on procedures and protocol recommended for the prevention of foodborne illnesses.

Successful passing of the National Restaurant Association ServSafe exam is required and earns certification as a ServSafe Food Protection Manager.

HCTI 102 – Culinary I (4)

Prerequisite: (Appropriate score on mathematics placement test); Prerequisite or Co-requisite: HCTI 101 or HOS 121 or current ServSafe Food Manager Certification

(formerly HOS 112)

Examines the basic concepts, skills, and attributes related to preparation of food: knife skills, product identification, and culinary terminology. Measures, prepares, and converts standardized recipes. Learns and applies classical cooking principles and techniques to food preparation. Topics include stock and sauce preparation; egg/breakfast cookery; product qualities; preparation of vegetables, fruit, and starches; and dietary guidelines and nutrition principles. Demonstrates proper food sanitation and safety practices. Learns and applies good sustainability practices for food service operations. Extra fees required.

HCTI 104 – Baking I (4)

Prerequisite: (Appropriate score on mathematics placement test); Prerequisite or Co-requisite: HCTI 101 or HOS 121 or current ServSafe Food Manager Certification

(formerly HOS 114)

Provides students with the basic skills required for entry-level work in a bakery or pastry shop of a food service operation. These skills include working in a safe and sanitary manner; reading, scaling and accurately following a recipe; demonstrating proper use of terminology, tools, and equipment; preparing, baking, and evaluating cookies, cakes, breads, pastries, pies, and tarts. Beginning plating techniques, cake decorating, and dietary alternatives are explored. Extra fees required.

HCTI 105 – Baking II (4)

Prerequisites: (HCTI 101 or HOS 121) and (HCTI 104 or HOS 114)

(formerly HOS 214)

Builds upon learned basic skills and theories to develop proficiency in baking and pastry production. Students will further explore a range of classical and modern baking preparations for sponges, roulades, tortes, cakes, custards, fillings, sauces, toppings, and pastries while expanding on recipe modifications for alternative dietary requirements. Introduces principles of artistic techniques and decorating components to assembling, finishing, and presenting pastries including classic French pastries, decorative cookies, and entremets.

HCTI 120 – Purchasing & Cost Control (3)

Prerequisite or Co-requisite: (HCTI 101 or HOS 121) and (HCTI 102 or HOS 112)

(formerly HOS 123)

Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to inventory control procedures and examines factors that influence menu planning. Emphasizes establishing operating standards, monitoring actual results, and taking corrective action to account for variances. Examines variable and fixed costs, calculating components of prime costs, and provides understanding of various cost controls to optimize profitability. Introduces students to the budgeting process.

HCTI 150 – Introduction to Hospitality Management (3)

Prerequisites: (Appropriate score on mathematics placement test) AND

((Prerequisite: ENGL 70) OR (Prerequisite or Co-requisite: ENGL 75 or [ESOL 72 and ESOL 73] or ESOL 100))

(formerly HOS 110)

Introduces students to the history of various careers in the hospitality industry. Develops an understanding of the hospitality industry by taking a management perspective in introducing students to the organization and structure of various sectors including: travel and tourism, meeting/convention and event planning, hotels, healthcare, restaurants, retail, contract food service, clubs, cruise ships, casino hotels, and more. Examines the forces and issues that are shaping the current and future hospitality industry. Topics include various aspects of hospitality operations and information on delivering excellent customer service. Students will earn certification from the American Hotel Lodging Educational Institute (AHLEI) as a Certified Guest Service Professional (CGSP®).

HCTI 155 - Event Management (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly HOS 161)

Discusses and demonstrates aspects of planning and implementing an event for success. Included is a project where students will be involved in a hands-on experience of planning an event while utilizing the skills learned in class.

HCTI 205 – Artisan and Specialty Breads (4)

Prerequisite: HCTI 104

Builds upon foundational skills of bread making from HCTI 104, and introduces students to technically advanced artisan breads; alternative flour breads; viennoiserie pastries such as croissants, brioche, breakfast danish; and specialty holiday breads of stollen and panettone. Students will explore in depth varying flours, optional grains, and natural yeast starters for use in quantity production, bread displays, breakfast buffets, and banquet presentations.

HCTI 210 – Advanced Artistry Techniques (4)

Prerequisite: HCTI 105

Prepares students for an entry level position as chocolatier, pastry cook, or pastry sous chef. Students will focus on the principles of chocolate artistry skills from tempering to enrobing and casting of couverture. Students will produce individual confections of frozen desserts, souffles, truffles, fudge, toffee, bark, brittle, and marshmallows. Utilizing skills learned during the course, students will craft showpieces made of chocolate and pastillage, as well as pulled, poured, and blown sugar. Students will build on foundational skills to produce, assemble, and decorate multi-tiered (wedding) cakes using various icings, fillings, marzipan, gumpaste, and fondant.

HCTI 220 – Food and Beverage Operations (3)

Prerequisite or Co-requisite: (HCTI 120 or HOS 123) or (HCTI 160 or HOS 163)
(formerly HOS 216)

Provides an analysis of different types of food service operations, beginning with an overview of the food service segment of the hospitality industry. Detailed consideration is given to food and beverage operations, management principles and leadership styles, human resource functions, and employment laws. Examines all operational functions to include marketing, menu planning, production, service, beverage management and responsible alcohol service, sanitation and safety issues, facility design and equipment, and accounting.

HCTI 230 – Restaurant Production and Service (4)

Prerequisite: HCTI 160 or HCTI 200 or HCTI 105 AND **Co-requisite:** HCTI 210 or HCTI 225
(formerly HOS 250)

Provides the capstone student experience of applying learned knowledge and skills in an operational restaurant setting. Students rotate through the dining room and kitchen in this intensive course. Front-of-the-House students train and carry out dining room rules of service from set-up to closing. Back-of-the-House students learn brigade station responsibilities of à la carte preparation, cooking, and plating techniques. All students work together applying communication, problem solving, and time management skills to provide quality customer service to guests. Students develop a food service concept to include all key operational elements. Extra fees required.

HCTI 265 – HCTI Practicum (1)

Prerequisite or Co-requisite: (HCTI 103 or HOS 113) or (HCTI 255 or HOS 261)
(formerly HOS 265)

Provides students with supervised experience in a hospitality/culinary/tourism setting. Includes in-service training and practical experience, totaling a minimum of 240 hours in an approved hospitality operation, lodging, commercial or institutional food service/restaurant, meeting planning, or the related travel/tourism field. Focuses on the acquisition of employability, business, hospitality, and/or culinary technical and problem-solving skills that will give students the tools to become successfully employed in the hospitality, culinary, and tourism industry.

Baking and Pastry Certificate: 39 Credits

Program Description:

Prepares students to assume entry level positions as trained baking professionals in a variety of settings including restaurants, hotels, resorts, private clubs, catering, bakeries, cafes, bistros, contract food service companies and more. Provides students with a practical, skill-based baking and pastry education that explores both classical and contemporary techniques. This comprehensive certificate program includes the same technical training as the Baking and Pastry Arts AAS Degree program, without the general education course requirements so may be completed in a shorter time. Students will complete a 240-hour practicum (internship) experience. Students earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others

Departmental Requirements: 39 Credits

The course requirements for the Certificate are identical to the Departmental Requirements for the A.A.S. Degree, as listed above. See requirements list including course numbers, titles, and credits below (please reference full course descriptions including prerequisites above).

HCTI 101 – Sanitation and Food Safety (2)

HCTI 102 – Culinary I (4)

HCTI 104 – Baking I (4)

HCTI 105 – Baking II (4)

HCTI 120 – Purchasing & Cost Control (3)

HCTI 150 – Introduction to Hospitality Management (3)

HCTI 155 - Event Management (3)

HCTI 205 – Artisan and Specialty Breads (4)

HCTI 210 – Advanced Artistry Techniques (4)

HCTI 220 – Food and Beverage Operations (3)

HCTI 230 – Restaurant Production and Service (4)

HCTI 265 – HCTI Practicum (1)

5. Discuss how general education requirements will be met, if applicable.

FCC's General Education courses reinforce that prospective Baking and Pastry Arts students are provided the core skills needed for success. General Education is the foundation of the higher education curriculum providing coherent intellectual experience for all students. The FCC General Education CORE is designed to introduce graduates to the fundamental knowledge, skills, and values which are essential to the study of academic disciplines, to the pursuit of life-long learning, and to the development of educated members of the community and world. The General Education CORE includes ten general education goals:

- Students will demonstrate college-level communication skills.
- Students will demonstrate critical thinking skills.
- Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- Students will demonstrate quantitative problem solving.
- Students will apply scientific reasoning.
- Students will demonstrate technological competence.
- Students will interpret and apply academic, professional, and civic ethics.
- Students will be able to make informed critical thinking responses to the visual, performing, and literary arts and the human values expressed in all art forms.
- Students will evaluate personal wellness to make critically informed lifestyle choices reflecting understanding of wellness.
- Students will demonstrate cultural competence.

Current full-time and adjunct College faculty from the specific department disciplines will teach the required general education courses for the Baking and Pastry Arts AAS Degree program, in accordance with COMAR 13B.02.02.17. Faculty that teach the required General Education courses in English, Math, Social & Behavioral Sciences, Arts & Humanities, Biological & Physical Sciences, and Interdisciplinary & Emerging Issues all have significant professional and instructional experience. From semester to semester, the exact courses each faculty member teaches may change; in addition, a pool of adjunct faculty supplement teaching in many of these areas

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

After several years of demonstrated enrollment, the proposed Baking and Pastry program will seek programmatic accreditation through the American Culinary Federation (ACF) Certification Commission, which is accredited by the National Commission for Certifying Agencies (NCCA). The ACF certification program is the most comprehensive certification program for culinarians offering 16 certification levels. Culinarians achieve certification based on education, experience, and successful completion of written and practical exams

Building on the successful accreditation of the current HCTI Culinary program earned in January 2020, it is feasible to apply for accreditation for the proposed Baking and Pastry Arts program at the time of renewal accreditation for the current HCTI Culinary program. As graduates of an ACF accredited program, students who successfully complete the proposed Baking and Pastry Arts program will automatically earn industry certification as Certified Fundamentals Pastry Cook (CFPC®) for Certificate students or Certified Pastry Culinarian (CPC®) for A.A.S Degree students. These represent levels #1 and #2 of 5 possible levels of ACF certification in the field of pastry, the highest being Certified Master Pastry Chef (CMPC®), of which there are only 11 in the United States. Holding an ACF Certification is the standard of excellence for culinary professionals and a highly respected achievement that increases the market value of credential holders.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Communication at the program and institutional level is accomplished through publication on the College website, through brochures, semester schedules, and the College catalogue. The College will provide identical resources to students in the proposed program that other programs offered at the College are provided to ensure that clear, complete, and timely information is available. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, programmatic brochures and handbooks, admission information, financial aid resources, and costs and payment policies are available on the Colleges main website located at www.frederick.edu under the Program, Admission, and Financial Aid tabs and in the College academic catalog, which can be accessed at <https://www.frederick.edu/classsschedules/catalogs/fcc-catalog.aspx>.

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the 'Resources' tab located on the College main page <https://www.frederick.edu/handbook.aspx?cid=resources-top-link>.

Not only is it essential that the College measure student achievement, it must also provide students with clear information on how they are expected to achieve each CLO. This is accomplished primarily at the course-level through information communicated on the syllabus.

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The FCC website is managed by the College's marketing department. Updates of essential program and course information are made in collaboration with all of the College departments to include Academic Affairs, Learning Support, Financial Aid, Registration & Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding and all program offerings and services available. Upon confirmation of a new Baking and Pastry Arts program at FCC, the Institutional Effectiveness Department of the College would activate an integrated marketing communications plan.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

FCC's current HCTI Culinary program currently holds articulation agreements with several secondary schools including:

- Frederick County Public School
- Carroll County Public Schools
- Washington County Public Schools
- Montgomery College

Students from any of the above school systems will also be eligible for articulated credit into the proposed Baking and Pastry program under the same agreement, as the foundational courses are the same as for the current HCTI Culinary program, allowing student to earn up to 13 articulated college credits for the following courses:

- HCTI 101 Sanitation and Food Safety: 2 credits
- HCTI 102 Culinary I: 4 credits
- HCTI 104 Baking I: 4 credits
- HCTI 150 Introduction to Hospitality Management: 3 credits

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**

HCTI faculty are carefully selected to teach courses for which they have a combination of experience, education and/or knowledge and skills that directly relate to the core learning outcomes.

Faculty Name	Appointment Type	Terminal Degree Title & Field	Academic Title/Rank	Status	Course(s) to be Taught
Charles Colison	Adjunct	MBA	Adjunct Faculty	Part-time	HCTI 101
Mary Evans	Administrator with teaching duties	A.O.S., Culinary Arts	Instructional Specialist	Full-time	HCTI 102, HCTI 104, HCTI 230
Peter Lee	Administrator & Adjunct	MBA, Marketing	Adjunct Faculty	Part-time in HCTI (full-time administrator at FCC)	HCTI 150
Maiya Lonesome	Adjunct	Masters, Education; BA, Baking & Pastry Arts	Adjunct Faculty	Part-time	HCTI 205, HCTI 210, HCTI 230
Ray Maldo	Adjunct	MBA, Finance	Adjunct Faculty	Part-time	HCTI 155, HCTI 220
Rich Regan	Adjunct	A.O.S, Culinary Arts	Adjunct Faculty	Part-time	HCTI 104, HCTI 105
Donald Wharton	Adjunct	MSA, Education Administration; CHE, CHI, CSFE	Adjunct Faculty	Part-time	HCTI 120
Elizabeth DeRose	Administrator with teaching duties	B.S., Finance	Institute Manager (HCTI)	Full-time	HCTI 265

Charles Colison: Adjunct Faculty (HCTI 101) Charles holds a bachelor's and master's degree from the University of Baltimore. Charles is a registered and licensed dietitian/nutritionist in Maryland. Charles has taught Sanitation and Food Safety for corporate clients including Royal Farms. He is a certified ServSafe instructor and exam proctor and brings his subject matter expertise and years of teaching to the Sanitation and Food Safety course he teaches for HCTI.

Mary Evans: Instructional Specialist (Full-time administrator with teaching duties) (HCTI 102, 104, 230) Mary earned her A.O.S Degree in Culinary Arts from the Culinary Institute of America and worked in a number of fine dining and catering establishments

throughout the Northeast/Mid-Atlantic region. She brings first-hand knowledge and experience to the courses she teaches which include Culinary I, Culinary II, International and American Regional Cuisine, and Restaurant Production and Service. Mary meets all the eligibility requirements for Certified Chef de Cuisine (CCC), has passed the written exam and upon successful completion of the practical exam in August 2019, she will be a CCC.

Peter Lee: Adjunct Faculty (HCTI 150) Peter has his MBA in Marketing and has worked in Hospitality, Management and Marketing for over 18 years. He is one of the owners of Il Forno Pizzeria Restaurant in Frederick, MD and is also the Dining Services Manager for FCC. He travels extensively and brings first-hand knowledge, education and experience to the course he teaches, Introduction to Hospitality Management.

Maiya Lonesome: Adjunct Faculty (HCTI 205, 210, 230) Maiya earned her BA in Baking and Pastry Arts from Johnson and Wales after which she stayed to earn her Master's in Education. She has worked in various hospitality outlets to include; bakeries, restaurants, large volume commissary, hotels and catering companies. Her teaching background includes a student teaching position at a Johnson & Wales University and adjunct positions at two community colleges and a state university in New Jersey. Maiya brings first-hand knowledge, education, skills, and experience to the courses she teaches which include Baking I and Baking II. Maiya meets the education and work history eligibility requirements for Certified Working Pastry Chef (CWPC), and upon taking refresher courses for mandatory topics required by ACF, will be eligible to apply for certification at the CWPC level.

Ray Maldo: Adjunct Faculty (HCTI 155, 220) Ray earned his MBA in Finance and has worked in the construction, finance and hospitality sectors for over 25 years. He is COO/CFO of The Comus Inn in Dickerson, MD and when he is not working there, he brings his education, knowledge and first-hand experience to the courses he teaches, which include Event Management, Food and Beverage Operations and several courses in the Hospitality Management program.

Rich Regan: Adjunct Faculty (HCTI 104, 105) Rich earned his A.O.S Degree in Culinary Arts from the Culinary Institute of America and worked in a number of fine dining establishments throughout the Northeast/Mid-Atlantic region and in New Zealand. He is chef/owner of Monocacy Crossing Restaurant in Frederick, MD. He brings first-hand knowledge and experience to the courses he teaches which include Culinary I, Garde Manger and International and American Regional Cuisine. Rich meets the education and work history eligibility requirements for CCC, and upon taking refresher courses for mandatory topics required by ACF, will be eligible to apply for certification at the CCC level.

Donald Wharton: Adjunct Faculty (HCTI 120) Donald earned his CHE, CHI, CSFE and a MSA in Education Administration. He has worked for Marriott Vacation Club, Inc.

for the past three years. He currently works for Marriott Vacation Club at the Mayflower Hotel in Washington D.C. and teaches at Springbrook High School in Montgomery County Public Schools. He has over twenty-five (25) years of successful experience in training and development, purchasing, sales, marketing, account management, program management, board membership and contract administration in the hospitality industry and over fifteen (15) years of experience and success in training, educating, and mentoring urban youth in the Washington D.C. area.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**
- c) Evidenced-based best practices for distance education, if distance education is offered.**

Through the Center for Teaching and Learning (CTL) and Diversity, Equity, and Inclusion (DEI), Academic Affairs offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and Evidence-based practices programming includes:

- New Full-time Faculty Orientation, a year-long series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, practices of the College
- New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only, monthly theme-based gatherings
- Professional Development Services, provides teaching and learning resources and consultation, facilitates conference funding approval, houses the Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats
- Teaching & Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation; and Faculty Leadership and Academic Management
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities

- Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion including alternative credit options which are approved by the ACAT.
- Finally, in collaboration with Human Resources' Employee Development Advisory Team (EDAT) and other College stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on College policies and procedures, business processes, wellness, hiring

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

No new library holdings will need to be purchased during the planning phase for this proposed program. An annual review of existing library resources that support the proposed program will be reviewed and updated as needed. A deep set of research resources supports the curricula and research needs of student, faculty, and staff are available. Most content is digital, which allows for robust search options and off-campus access. Key services include collections management, research support, and information literacy instruction. Existing library support include library loan mechanisms and electronic data retrieval methods currently in place that can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian on staff who may be contacted for bibliographical searches and enable access to discipline-specific materials.

The President supports the adequacy of library resources to meet this program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Classrooms, facilities, and laboratories on campus currently support courses for the proposed program and no additional facilities are needed. Maintenance of equipment in the teaching and restaurant kitchens is handled by the College's facilities department to troubleshoot and repair issues. The two (2) commercial exhaust hood systems located in the teaching and restaurant kitchens are inspected bi-yearly and cleaning and maintenance is performed.

As a post-secondary Career and Technology Education program, HCTI is eligible to apply for the Carl D. Perkins Career and Technical Education grant. In 2019, HCTI received approximately \$19,000 for additional culinary lab equipment and resources such as a fourteen (14) commercial NSF-rated Kitchen-aid mixers, an NSF-rated commercial Waring chamber vacuum sealer, commercial smoker, upgrade of baking and pastry tools and equipment to include a sugar heat lamp, various silicone baking molds, specialty baking dishes and approximately sixty (60) new natural and non-stick sauté pans for instructional use.

The classroom spaces at FCC's Monroe Center, where HCTI courses are offered, are more than adequate to support the objectives of the program. These classrooms are located in close proximity to the administrative offices and the teaching and restaurant kitchens and contain state-of-the-art technology for student success. Monroe Center houses an 18-seat computer lab for completing online exams and evaluations. Students have access to a printer in the student lounge. There are also ten (10) laptops for use in the classrooms or learning spaces if needed.

HCTI has a designated culinary classroom located near the administrative offices and the teaching kitchens at Monroe Center. The classroom seats 18 students for lecture and is equipped with tables, chairs, instructor station with computer, projector, and A/V control system with sound as well as dry erase boards. The classroom is also ADA compliant. The culinary classroom contains industry publications, resource guides and various textbooks for reference.

The Monroe Center also has a designated hospitality classroom equipped with tables, chairs, instructor station with computer, projector, and A/V control system with sound as well as dry erase boards. The classroom is also ADA compliant.

The 48- seat public restaurant, 200 Monroe, is also used as a learning classroom. It contains a small kitchen equipment line complete with gas ranges, ovens and refrigeration, and point-of-sale equipment. It contains a multi-directional (2) camera system with recording capabilities for the sake of capturing content from guest speakers and chef demonstrations for use as an additional education resource. 200 Monroe is also used as a classroom for front-of-house instruction.

Office space is provided for the program coordinator, faculty members and staff to adequately meet the program need and there is access of office space that provides privacy for student advisement. There are two main office suites (Suite 150-161 and Suite 130-134) that houses workspaces for nine FCC staff, three of whom are the HCTI

Administrative Associate II; the CEWD Program Coordinator, and the AVP for Continuing Education and Workforce Development.

There is a conference room located in the main office suite for meeting with students or other staff members. There is an additional room within the building designated as an adjunct workroom, which includes four computer workstations and a conference table. The adjunct workroom is a dedicated space that faculty can use as a quiet workspace as well as a private place which can be reserved to meet with students.

Office Suite 123 houses HCTI full-time staff and is located near the teaching kitchen and classroom. Suite 123 has an office dedicated to the HCTI Manager and two cubicle offices for the HCTI Instructional Specialist and HCTI Lab Coordinator.

The President supports the adequacy of equipment and facilities to meet this program's needs.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and**
- b) A learning management system that provides the necessary technological support for distance education**

At the time of registration, all students will sign up for their myFCC account to gain access to the myFCC Student Portal. All students make a Required Orientation, Advising and Registration (R.O.A.R.) appointment. At this time, they are issued an FCC email address for electronic mail communication. During their". Students and faculty are strongly encouraged to sign up to the College emergency and closing alert system "FCC Alerts". In the event of a campus emergency or weather-related school closing, FCC Alert subscribers receive text, phone calls, and/or email notifications.

FCC utilizes Blackboard as its Learning Management System (LMS) and provides IT assistance to students for technological support. Blackboard LMS allows faculty to administer and teach courses online by providing students with access to course materials and the ability to interact with their peers/faculty through the LMS. Blackboard Collaborate is the primary web conferencing platform for instruction. Zoom can be made available for programs with specific requirements that cannot be met through Blackboard Collaborate.

The student portal has easy access links to the LMS Online Learning tool, Microsoft Outlook Email, PeopleSoft Registration and Student Account, IT Help Desk, and more.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Complete Table 1: Resources and Narrative Rationale.** Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocation funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$ 34,344	\$ 77,760	\$ 93,060	\$ 116,928	\$ 147,744
a. # F/T Students	8	18	20	25	31
b. Annual F/T Tuition/Fee Rate (e*f)	\$ 3,816	\$ 3,888	\$ 3,960	\$ 4,032	\$ 4,104
c. Total F/T Revenue (a*b)	\$ 30,528	\$ 69,984	\$ 79,200	\$ 100,800	\$ 127,224
d. # P/T Students	2	4	7	8	10
e. Credit Hr. Rate	\$ 159	\$ 162	\$ 165	\$ 168	\$ 171
f. Annual Credit Hrs. FT/PT	24/12	24/12	24/12	24/12	24/12
g. Total P/T Revenue (d*e*f)	\$ 3,816	\$ 7,776	\$ 13,860	\$ 16,128	\$ 20,520
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
5. Total (Add 1-4)	\$ 34,344	\$ 77,760	\$ 93,060	\$ 116,928	\$ 147,744

Tuition and fee revenue is based upon the in-county combined tuition/fee rate of \$156 per credit hour for part-time and full-time students with an annual average increase of 2.6% for both part-time and full-time students. Part-time students historically comprise approximately 25% of total students. Full-time students are taking, on average, 12 credits per semester (24 credits/yr) and part-time students are taking, on average, 6 credits per semester (12 credits/yr). Enrollment projections are based on current enrollment figures for Fall 2020 with a projected 23% increase each year in combined full-time and part-time enrollment.

- 2. Complete Table 2: Program Expenditures and Narrative Rationale.** Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 25,706	\$ 25,706	\$ 25,706	\$ 25,706	\$ 25,706
a. # FTE	3	3	3	3	3
b. Total Salary (a*Annual Salary per adjunct)	\$ 23,880	\$ 23,880	\$ 23,880	\$ 23,880	\$ 23,880
c. Total Benefits	\$ 1,826	\$ 1,826	\$ 1,826	\$ 1,826	\$ 1,826
2. Admin. Staff					
(b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$ 1,000	\$ 1,230	\$ 1,860	\$ 2,288	\$ 2,814
8. Total (Add 1-7)	\$ 26,706	\$ 26,939	\$ 27,566	\$ 27,994	\$ 28,520

FCC has sufficient full-time faculty and administrative staff to meet the needs of the program. Additional part-time adjunct faculty will be needed to teach the three specialty courses in the proposed Baking and Pastry program that are not currently part of the current HCTI Culinary program. No additional funding for equipment, space or library needs is anticipated. Salary is based on 5 pay credits per for each lab course an adjunct teaches, at an average rate of \$796 per credit. ($\$796 \times 5 \text{ credits} \times 2 \text{ semesters} = \$7,960$ Annual Salary per adjunct). Additional course costs for food product is estimated at approximately \$500 per semester to start and increase commensurately as enrollment grows each year (23%). These costs are reflected in "other expenses".

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Both the HCTI PAC and the curriculum committee at FCC have reviewed the program and the required departmental courses and have approved the proposed program and courses. The Assistant Vice President for Continuing Education Workforce Development, assisted by the HCTI Manager, will oversee the proposed Baking and Pastry program, including an extensive, formal academic program review that will take place every five years. The primary purpose of the program review is for faculty to self-reflect upon, evaluate, and improve the education provided by their program. The review process provides a framework within which to make program improvements and also provides an opportunity for programs to showcase successes.

The HCTI Manager evaluates the full-time Instructional Specialist annually in the form of a written performance appraisal. Part-time faculty teaching is also observed by the HCTI Manager regularly (more often when they are new or teaching a new course), and student evaluation of faculty happens in every course, every semester. A spring 2016 site visit by the Middle States Commission on Higher Education found the college to be in compliance with all Middle States Standards around evaluation of courses, faculty, and student learning outcomes.

In January 2020, the HCTI Culinary program earned accreditation from the American Culinary Federation (ACF), with a remarkable rating of 100% perfect compliance with all standards. As such, there is already a process in place for continual program evaluation that will be implemented in the proposed Baking and Pastry program, provided below for illustration:

Continuous Program Evaluation: Hospitality, Culinary and Tourism Institute: Proposed Baking and Pastry Program					
Data for Review	Frequency	Timeframes	Data Source	Data Collector	Reporting out
Curricular Threads	Ongoing	Throughout term	Faculty, students, staff	Instructional Specialist	Curriculum Committee; Faculty Meeting; PAC Meeting
Student course evals	Each Semester	1 week after term ends	Evaluation Kit in Blackboard	Faculty and HCTI Manager	Included in faculty evaluations; Faculty Meeting; PAC meeting
Faculty Observation/ Evaluations	Annually for faculty >1 year; each term for faculty < 1 year	Last week of September/ February for observations; week after term end for student course evals	Direct Classroom Observation; Student Course Evals	HCTI Manager	Annual Faculty Evaluation
Internship Student and Employer Evaluations	Each Semester	Last week each term	Completed evaluation forms	HCTI Manager	Faculty Meeting; PAC Meeting
Graduation exit survey	Annually	Last week Spring term	Survey results	HCTI Manager	Faculty Meeting; PAC Meeting
6-mon graduate survey	Annually	Early November	Survey results	HCTI Manager	Faculty Meeting; PAC Meeting
Enrollment data	Each Semester	1 week after term start	Peoplesoft (PS)	HCTI Manager	Faculty Meeting; PAC Meeting
Graduation data	Annually	June	PS/OPAIR	Caleb	Website; PAC Meeting
Retention rate	Annually	June	PS/OPAIR	Caleb	Website; PAC Meeting
Completion rate	Annually	June	PS/OPAIR	Caleb	PAC Meeting
Employment data	Annually	June	Graduation Exit Survey,	HCTI Manager	Website; PAC Meeting

			6-month graduate survey		
Program Mission, goals, Student Learning Outcomes	Annually	Fall PAC Meeting	Various- refer to measures for each program goal and SLO	HCTI Staff	Website; Faculty Meeting; PAC Meeting
Formal Program Review	Every 5 years	October- June	All data sources identified in this plan	HCTI Manager, PAC sub-committee	PAC Meeting; FCC SLT
<u>Additional Tracking:</u> <ul style="list-style-type: none"> • Recruitment Strategies • Industry Partnerships • Facility/Equip Needs 	Ongoing	Throughout each term	Tracking form for each topic; Perkins Grant Proposal Requests	HCTI Staff	PAC Meeting

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Frederick Community College has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming and supportive of cultural diversity. FCC's Strategic Plan for 2020-2025 identifies the following goals and strategies:

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V]

b. Strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

d. Eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

g. Increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems. [MSCHE Standard IV]

- a. Optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion*
- e. Eliminate the achievement and opportunity gaps with targeted support programs, tools, and resources*

Lead the College with excellence, transparency, and accountability. [MSCHE Standards II, VII, VI]

- b. Infuse diversity, equity, and inclusion goals throughout academic, support, administrative, and team plans*
- e. Increase the recruitment and retention of a diverse workforce*
- f. Provide training and resources that develop employee job-specific and technology skills, cultural competence, team development, and leadership*

In addition, one of the six annual strategic priorities for FY 2020-2021 is to “Implement racial equity interventions to close existing gaps in access and success for Black/ African American and Latino/a/x students.”

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the RAC guidelines, particularly as it relates to the proposed program.**

Not applicable